

## Purpose

1. Our aims at Youthforce are to facilitate open access to all qualifications for learners who are eligible for reasonable adjustment and/or special consideration in assessments without compromising the assessment of the skills, knowledge, understanding or competence being measured.
2. Reasonable adjustments are discussed at the pre-assessment planning stage and are put in place in order that any action helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments these may include:
  - CHANGING USUAL ASSESSMENT ARRANGEMENTS
  - ADAPTING ASSESSMENT MATERIALS
  - PROVIDING ASSISTANCE DURING ASSESSMENT
  - RE-ORGANISING THE ASSESSMENT PHYSICAL ENVIRONMENT
  - CHANGING OR ADAPTING THE ASSESSMENT METHOD
  - USING ASSISTIVE TECHNOLOGY
  - TRANSLATING ENGLISH TO ANOTHER LANGUAGE
3. Youthforce understands that reasonable adjustments must be approved (internally or externally) and set in place prior to the start of assessment.
4. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.
5. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may also not need, nor be allowed the same adjustment for all assessments.
6. Reasonable Adjustments permitted:
  - CHANGES TO ASSESSMENT CONDITIONS. (EG ALLOWING EXTRA TIME, ASSIGNMENT EXTENSIONS)
  - USING A DIFFERENT ASSESSMENT LOCATION
  - THE USE OF MECHANICAL AND ELECTRONIC AID (E.G ASSISTIVE SOFTWARE ASSESSMENT MATERIAL IN LARGE FORMAT)
  - MODIFICATION TO THE PRESENTATION OF ASSESSMENT MATERIAL
  - ALTERNATIVE WAYS OF PRESENTING RESPONSES
  - USE OF ACCESS FACILITATORS (READERS/SCRIBES)

## Applying Reasonable Adjustment

1. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- AFFECT THE VALIDITY OR RELIABILITY OF THE ASSESSMENT
- GIVE THE LEARNER(S) IN QUESTION AN UNFAIR ADVANTAGE OVER OTHER LEARNERS
- INFLUENCE THE FINAL OUTCOME OF THE ASSESSMENT DECISION

2. Youthforce applies reasonable adjustment in a transparent and unbiased manner. All reasonable adjustments made must be recorded. Such records will be held in the learner's file and shall be available at all times for scrutiny by the awarding body, if so requested.

3. All reasonable adjustments implemented are subject to meeting the requirements of the appropriate assessment strategy and assessment criteria for each qualification and awarding body.

4. It is the responsibility of the Centre Quality Manager to ensure that any access arrangement implemented by Youthforce on behalf of the learner, is based on firm evidence of a barrier to assessment.

5. For all qualifications that are internally assessed, Youthforce will apply to the awarding body to request to implement a reasonable adjustment that is in line with this policy and recorded within the learner file.

## Special Educational Needs

1. Youthforce should note that a Statement of Special Educational Needs (SEN) does not automatically qualify the learner for reasonable adjustment to assessment as:

- The SEN statement may not contain a recent assessment of the needs
- The reasonable adjustment may compromise assessment
- Inappropriate use of Reasonable Adjustment

2. Youthforce understands that if they misuse the reasonable adjustment policy, then the awarding body will take appropriate action. Such action will range from advice and action for the centre through to the implementation of steps to manage assessment malpractice; this could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval.

## Special Considerations

1. Where assessment is in the form of on demand assessment, such as electronic tests set and marked by computer, then it is probably more appropriate to offer the learner an opportunity to take the assessment at a later date.
2. A special consideration cannot give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome.
3. The awarding body's decision will be based on various factors, which may vary from learner to learner, and from one subject to another. These factors may include the severity of the circumstances, the date of the assessment, the nature of the assessment (e.g. practical, oral presentation, etc.).
4. A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:
  - PERFORMANCE IN AN ASSESSMENT IS AFFECTED BY CIRCUMSTANCES BEYOND THE CONTROL OF THE LEARNER, E.G. RECENT PERSONAL ILLNESS, ACCIDENT, BEREAVEMENT, SERIOUS DISTURBANCE DURING THE ASSESSMENT
  - ALTERNATIVE ASSESSMENT ARRANGEMENTS WHICH WERE AGREED IN ADVANCE OF THE ASSESSMENT PROVED INAPPROPRIATE OR INADEQUATE
  - PART OF AN ASSESSMENT HAS BEEN MISSED DUE TO CIRCUMSTANCES BEYOND THE CONTROL OF THE LEARNER
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### **Applying for Special Consideration**

1. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner. The only exception to this is where a group of learners has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application is permissible. In this situation, however, a list of learners affected should be attached to the application.
2. Applications for special consideration should be submitted to Youthforce along with evidence to support the application such as a medical certificate, a doctor's letter or any other appropriate information.
3. The centre Quality shall authorise all applications for special consideration. It is important to note that special consideration applications will not be considered where learner achievement has been claimed and certificated.